



# *Assessment of Preschoolers with Sensory Impairments*

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Do we have an accurate picture?

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# *Overview*

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- ★ Existing Data
- ★ Learning Opportunities
- ★ Developmental Progression
- ★ Collaborative Assessment Process
- ★ Preparing for the Assessment
- ★ Gathering Information
- ★ Transition Meeting
- ★ What do we get?



# *Review of Existing Data*

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- ★ Identification
- ★ Etiology
  - Additional medical information
- ★ Type of sensory impairment
- ★ Early intervention services
- ★ Languages used in the home
- ★ Assessments
  - Sensory-specific assessments





# *Incidental Learning*

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- ★ Has the child been exposed to an accessible language/communication system?
  - Has she internalized this system?
- ★ Has the child played with typical peers?
- ★ Has the child had a variety of functional experiences at home and in community settings?



## *Development: Different yet Similar*

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★ Possible qualitative differences in some areas



★ Similar sequence in other domains





## *Assessment: Who should be involved?*

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- ★ Families
- ★ Certified Teachers in HI & VI
- ★ Related Service Providers
- ★ Classroom Aides/Bus Drivers
- ★ Psychologist (when needed)
- ★ Early Intervention Staff
- ★ Childcare Providers



# *Preparation for the Assessment*

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- ★ Determine the scope and formulate questions if additional data is needed after a review of available information
- ★ Determine appropriateness of assessment tool to be used
  - Are there vision or hearing-dependent assessment items that would invalidate the assessment?
- ★ Plan collaborative observational and interview opportunities



## *Prepare the Environment*

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- ★ Consider home observation
- ★ Consider size, contrast, lighting and glare
- ★ Be aware of visual/postural fatigue
- ★ Be aware of your body language and facial expressions
- ★ Allow time for the child to process information





# *Assessment Modes*

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★ Observations

★ Review of Daily Routines

★ Developmental Checklists

★ Behavioral Inventories

★ Interviews

★ Environmental Checklists

★ Language Samples





# *What if I am the evaluator?*

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★ RELAX

★ Observe, observe, observe



★ Use your facial expressions

★ Be aware of test limitations

– Cognitive assessment via language or vision



★ Be aware of sign language limitations

– Iconic signs



## *Do I have an accurate picture?*

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- ★ An assessment is a snapshot
- ★ Ask yourself, are these evaluation results consistent with other data?
- ★ I am not expected to be the only “expert”, but part of an “expert” team!



# *Additional Components of the CDA*

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## ★ HI

- Audiological
- Language and/or  
Speech Assessment

## ★ VI

- Ophthalmological
- FVA
- LMA
- O&M